DOCUMENT RESUME

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TITLE Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services].

INSTITUTION Geneva Area City Schools, Ohio.

NOTE 60p.; For related documents, see CE 003 765-71 and CE 003763-4

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DESCRIPTORS Behavioral Objectives; *Career Education; Career Opportunities; *Curriculum Guides; Elementary Education; *Environmental Education; Food Processing Occupations; *Food Service Occupations; Grade 6; *Health Education; Health Occupations Education; Learning Activities; Nutrition Instruction; Occupational Information; Resource Materials; Resource Units; Teacher Developed Materials

ABSTRACT

Four curriculum units for the sixth grade level focus on: (1) food production and nutrition, (2) food services, (3) physical and mental health, and (4) environmental conservation. Each unit's behavioral unit objectives emphasize career possibilities in the industries related to the unit's topic. A chart format is used to list suggested content questions, teaching techniques and learning activities, and learning resources and materials. Culminating activities conclude the physical and mental health and the environmental conservation units. Resource lists are provided for each unit except the first, and include: books, flannel boards, poster cards, film and cassette units, kits, study prints, story boards, filmstrips, and records. (SD)

ED106600

CAREER EDUCATION PROGRAM

GENEVA

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UNIT TITLE: Food Production

APPROXIMATE GRADE LEVEL: Grade 6

MAJOR SUBJECT AREA: Health and Science

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPER: Gerald Sykes

ADMINISTRATIVE ADVISOR: William Porter

THE CAREER EDUCATION PROGRAM
GENEVA AREA CITY SCHOOLS
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CE 003 772

INTRODUCTION TO: Food Production

This unit teaches the students about the world of work through actual experience. Part of this unit is concerned with the production of bread and butter and the remaining part is the formation of a cookie corporation in which the students run it completely by themselves.

BROAD OBJECTIVES:

1. To help children understand more about the nutritional values of different foods.
2. To have the students be able to classify foods according to the four basic food groups.
3. To become aware of the consequences of a poor diet.
4. To make the children more aware of the specific processes that are involved in making bread and cookies.
5. To develop an awareness by the students of the interdependency and interaction of workers in producing a commercially saleable product.
6. To develop an awareness of individual differences in work: personal characteristics, preferences and limitations.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What are the main vitamins and minerals which affect the body? What deficiencies could develop if these essentials are lacking?	Look up the following terms: 1. vitamin (A,B,B_2, thiamin, riboflavin, C ascorbic acid, D, K, and niacin. 2. minerals (calcium, phosphorus, iron, copper, and iodine).	student dictionaries and science books	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	3. deficiency diseases (rickets, scurvy, pellagra, beriberi). 4. basic food groups (vegetable-fruit, bread-cereal, milk, meat). 5. protein 6. carbohydrates 7. fats 8. calories 9. starches 10. sugars		
2. What foods contain a high per centage of the vitamins and minerals mentioned?	Have the children bring in several pictures of foods containing high amounts of each vitamin and mineral. Paste the cut picture on one side of a 9"x6" tag board. On the other side, write the correct category. Use these as flash cards to learn what foods belong to which vitamin or mineral.	9" x 6" tag board. Paste Cut pictures from magazines and newspapers.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. Why does the food we eat make a difference in our health?	Nutrition is important to general body health. We are essentially what we eat. Our bodies need food from the four basic food groups. Make a bulletin board to display the four basic food groups. Have the children keep a daily record for one week of the food they eat. Put a check for each food group eaten at each meal. Record the food groups in the booklet "Mulligan Stew".	Booklet: "HOW YOUR BODY USES FOOD" by Albert Pittz. Booklet: "MULLIGAN STEW" Read science series available to students.	
4. What foods are in the vegetable-fruit group?	Make several "mystery boxes". Each should contain a vegetable or fruit which is identified only by touch.	sample vegetables and fruits. "Mystery boxes" for each food.	
5. What foods are in the meat food group?	Have a tasting party with unfamiliar meats prepared by students and teacher. View filmstrip.	Bring in meats that are unfamiliar to most of the children. Filmstrip: "The Butcher" (Austinburg)	
6. What foods are in the milk group?	Make butter as a class. Have a cheese tasting party. View filmstrip.	Cream, salt, and butter churn for homemade butter. samples of cheese. Filmstrip: "The Dairy" (Austinburg).	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. What foods are in the bread and cereal group? What occupation is commonly associated with this group?	View filmstrips. Read books Make a bulletin board showing the baker. Bring in utensils and dress common to the baker.	Filmstrips: "The Bakery"(Austinburg) "The Baker" (Cork) Books: Wheat from Farm to Market by Hammond. Daily Bread and Other Food by Brindze.	
8. What process is involved in making bread?	Give each child a list of the ingredients used in making bread. Have them price the materials needed and determine what the profit will be. Have a speaker discuss the production of bread. Plan groups needed for assembly line production of bread. Ask the cook to divide the children into groups and supervise the bread production. Assign children to purchase ingredients needed in the production of bread. Discuss how many loaves are desired and how much the materials will cost. Visit a local market for purchases.	Recipe for bread. List of ingredients for bread. Money to purchase the ingredients. FIELD TRIP: local market. Speaker: cook in building.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Set up a production line under the supervision of the cafeteria cook. Measure and mix the ingredients to produce the bread.	Ingredients for bread. Mixing bowls. Ovens.	
9. What is involved in selling the finished product?	Advertise the bread throughout the school. Make posters and announce over the P.A. system. Set price and sell. Determine how much profit was made. Buy more materials and produce more goods.	Price tags. Poster board. P.A. system.	
10. How does a bakery's production of goods differ from ours?	Visit a local bakery. Upon returning, make a list of improvements which could be made in the following production of cookies.	Field trip: local bakery.	
11. What is involved in the production of cookies?	Have the children bring in a favorite cookie recipe from home or from a cook book. Price the ingrediants needed in the recipe and determine the approximate unit cost. Compare recipes and unit cost. Discuss how many cookies are needed, what recipes will be used, and	Cookies recipes. Unit cost of cookies.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	what profit is desired.		
12. What job assignments are needed in the production and distribution of cookies?	Set-up committees to determine the amount of ingredients needed, purchase ingredients, divide the workers on the production line, plan the advertising, and finally pricing, packaging and selling the cookies. Purchase cookie ingredients with bread profit and begin assembly line production of cookies. Advertise and sell the cookies to members of the student body.	Job interviews for committee heads. Money from bread profit. Ingredients. Cookie sheets, mixing bowls, ovens. Price tags. Poster board. P.A. system.	
13. Which product of the baker was the best seller?	Compare costs and profit of bread and cookies. Contact the local bakery and compare results.	Call or write the bakery visited previously.	
14. Who determines if a person receives balanced meals?	View filmstrip. It is essential for good health to use the available foods and plan well-balanced meals. It is important to know what foods are in which food groups and what the daily requirement is. The homemaker and the school dietician are	Filmstrip: "Mulligan Stew". Resource people: Dietician (Mrs. Booth)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	important in the planning of well-balanced meals. Review food groups and have a contest using the food flash cards made earlier.	Homemaker Flash cards.	
15. What is a balanced meal?	Plan a balanced meal for breakfast, lunch, and dinner keeping in mind the four basic food groups and the minerals and vitamins those foods contain. If possible, ask your mother to prepare the meal you planned with your help.	Refer to resource books, charts and flash cards.	

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Ecology

APPROXIMATE GRADE LEVEL: Grade 6

MAJOR SUBJECT AREA: Science

PROJECT DIRECTOR: Eugene Veverka

PROJECT COORDINATORS: Rosemary Brenkus

Jerry Sykes

Martha Taylor

ADMINISTRATIVE ADVISOR: William Porter

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CE003778

INTRODUCTION TO: Ecology

This unit is written for a sixth grade science class and begins with a study of land biomes. The main objectives are to develop an awareness of the need in the students for the protection of our natural resources and to acquaint the students with the occupations involved in conservation. The students should be allowed to explore various occupations and be guided to realize that each individual is responsible for his environment.

BROAD OBJECTIVES:

1. To help students become aware of the variety of land biomes found on the earth and to increase student knowledge of their immediate environment.
2. To help students understand the necessity of environmental conservation.
3. To help students understand the different kinds of conservation and the variety of careers associated with each.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
(LAND BIOMES)			
1. What is a biome? Natural association of animal and plants in a given climate.	Play a game and match the picture of the land with a typical animal living there. Some will be more difficult than others.	Pictures of arctic, tundra, spruce-fir forest, temperate hardwood forest, tropical rain forest and desert surroundings available to be matched with a variety of wildlife pictures (National Wildlife Federation Animal Stamps).	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Discuss the relationship between plants and animals and climate and why certain animals live in certain regions.		
2. What are some different biomes? Arctic Tundra (Canadian Arctic) Spruce-fir forest Temperate forest Tropical forest Desert Mountains	View Geneva's filmstrips.	Filmstrips: Using Our Forests Wisely (Geneva) Desert Life (Geneva) Mountains (Geneva) Plant Life of the Desert (Austinburg) The Story of Forests (Austinburg) Survival in the Desert (Austinburg) Mammals of the Desert (Austinburg) Desert Plants and Animals (Geneva) Deserts (Geneva) The Story of the Mountains (Spencer)	
	Make a mural depicting the different biomes, including plants, terrain and animals.	Three large poster boards or paper on rolls	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Begin making student vocabulary lists. Set up a reading table with several books and pamphlets.	Books: Berrill, Wonders of the Woods and Desert at Night Harrison, First Book of Wildlife Sanctuaries Mason, The Wildlife of North America Encyclopedias	
3. What is typical of the biome in which we live?	Individual student reports on animals and plants characteristic to our area. Make a scrapbook of these reports with pictures and display on the reading table. One student can be chosen to design the cover. Take a trip to a local park or woods to observe the wildlife and plant life present.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Develop with your librarian an environmental corner. Include books, clippings, articles, and photographs related to ecology.		
(ENVIRONMENTAL CONSERVATION)			
1. Why does man need to conserve resources? They cannot be replaced.	Display posters of man created pollution.		
	View filmstrip, "America's in Trouble," which explains which resources cannot be replaced. Have several interested students tape the narration and then reshow filmstrip.	Filmstrips: Aiding Wildlife of Field and Stream (Austinburg) Aiding Wildlife of Woodlot and Forest (Austinburg) Problems of Wildlife Today (Austinburg) Natural Environment (Cork)	
	Collect newspaper clippings dealing with diseases related to pollution.		
	Listen to ecology songs.	Record: "The People are Scratching"	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
2. What are some local conservation problems? Litter (paper, cans, bottles) Vacant lots Air pollution Small sewage plant Burning of trash Water pollution Junk cars	Assign students certain areas in the city to observe, photograph, and report to class about existing conditions. Invite resource people into the classroom. If the resource people cannot come into the classroom, assign students who live near them or know them to tape an interview. Discuss and plan a class project to help alleviate some local problems. Some possibilities are:	Resource people: Sewage plant manager Sanitation Bureau Water purification plant official Civic beautification commission president Local Ohio Air Control Board official Ohio Water Service (Geneva) County Board of Health Division of Water Pollution Control Northeastern or Geneva Disposal official	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Collection of trash on the streets. Beautification of school and/or school grounds. Students will be able to suggest others. A scrapbook of the project will be kept. Have students make clean-up, paint-up, fix-up poster depicting cleaning up Geneva.	Two large green poster boards 65 pieces of oak tag board Magic markers Colored pencils	
(TYPES OF CONSERVATION) 1. Why is water conservation important? Economic importance Necessity for life Chemical pollution control Watershed protection Power production Recreation	Divide the class into groups for research of water topics. Provide books, pamphlets, etc. for research. Research can include personal interviews of local people involved in each area.	Encyclopedias Books: Behrens, Earth is Home: the Pollution Story Podendorf, Every Day is Earth Day Fellger, Exploring and Understanding Water Catherall, Working With Water Feravolo, Junior Science Book of Water	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Obtain water samples from three locations and test for certain pollutants.	Water testing kit	
	Collect newspaper clippings and magazine articles about polluted water or water conservation programs.		
	Take a field trip to the water filtration plant to observe the processing there.	Field trip	
	View filmstrip	Filmstrips: Nothing can Live Without Water (Geneva) Conserving Soil and Water (Geneva) Meaning of Conservation (Geneva) Work of Running Water (Austinburg and Geneva) Work of Ground Water (Austinburg and Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
2. What are some occupations associated with water conservation? Filtration employees Water patrol Water safety instructor Life guard Pollution control chemist Water Control Board employee Dam construction engineer Chemist Hydraulic engineer	Begin making a list of conservation careers and responsibilities of each on large poster boards to be displayed.	Four poster boards Large (12 x 18) white drawing paper	
3. Why is soil conservation important? Economic importance Protection against soil erosion by wind, water, fire damage	View filmstrip.	Filmstrip: Controlling Erosion in Fields and Woods (Austinburg) How Man Destroys Soil (Austinburg) Saving the Soil (Geneva)	
Protection of non-replaceable resources	Discuss pamphlets and magazine articles on soil conservation.	Pamphlets and magazines	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Discuss recent floods and reasons for floods		
	Collect soil samples from a variety of areas in the city and test these for the various minerals necessary for plant growth. Students can bring home garden soil samples.	Soil test kit	
	Germinate seeds and plant them in different kinds of soil to find out which soil is best for plants. Then use soil test kit to check for minerals present. Measure and graph the growth of the plants.		
	Discuss why and what metals should be recycled.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
4. What are some occupations associated with soil conservation? Soil analyst County agent Agricultural Extension employee Farmer Scrap metal dealers	Have a resource person talk to class about his own job (county agent, hopefully).	Resource person	
5. Why is wildlife conservation important?	Individual student research on endangered and extinct species. Reports to class.	Library books: Van Dersal, Wildlife for America Hess, The Curious Raccoons Parker, Bertha, Saving Our Wildlife Seton, Animal Tracks and Hunter Signs Barker, Winter-Sleeping Wildlife Hornblow, Insects do the Strangest Things Selsam, Animals as Parents Berrill, Wonders of Animal Nurseries Barker, Wildlife in America's History	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
		May, Why Birds Migrate Gates, True Book of Conservation Bronson, Freedom and Plenty: Ours to Save Reed, American's Treasure	
	Display pictures of extinct species. Display pictures of endangered species. Class discussion of why we need wildlife and the reasons some species are in danger of becoming extinct. Students make terrarium containing small animals and plants. Maintain in room. Compare our home environment with an environment having no animals (or no plants). List everything eaten		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	at the last meal and trace it to its plant or animal source. View bird study prints available. Try to learn to identify different species of birds. Make animal puppets and have a puppet show to role play animal problems. Imagine an interview with a selected animal.	Material needed to make puppets	
6. What are some occupations associated with wildlife conservation? Forest ranger Zookeeper Game warden Biologist Naturalist Zoologist Ornithologist Biological aid Veterinarian	Add to existing list of careers and responsibilities. Have a game warden come to class and explain his job. Interview other persons involved in occupations associated with conservation of wildlife.	Resource person	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Role play game warden doing his job.		
7. Why is conservation of forests important.	Make a collage of products from the forest using magazine pictures or drawings.	Old magazines which children bring from home.	
	Discuss ways forests are damaged.		
	View filmstrip, Conservation of Forests Today.	Filmstrips: Forest Conservation (Geneva) Using Our Forests Wisely (Geneva)	
	List recreation provided by forests.		
	Map the location of the large national parks in the U.S.		
	View filmstrip, Yellowstone National Park.	Filmstrips: Zion National Park (Geneva) Yellowstone (Geneva) Our National Parks (Geneva) Why We have National Parks (Cork)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
8. What are some occupations associated with conservation of forests? Forester Firemen Tree markers Forestry aides Forest recreation supervisor Naturalist	Add to existing list of careers and responsibilities. Have a resource person from the Forestry Service, Division of Forestry, Ashtabula visit the class and discuss his job. Individual student research in SRA occupational briefs.	SRA occupational briefs	
9. What are ultimate problems of conservation? People and population Individual responsibilities: Be informed Be interested Write letters Ask questions Teach others	One of the filmstrips will have already given the facts about population growth. Have a panel discussion on how to deal with the problems of a rapidly increasing population. Maintain a conservation newsletter for the school to be published and delivered to each classroom.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
CULMINATING ACTIVITY:	Play the game, "What's My Line," using the responsibilities associated with any career related to the environment as the clue. The class must guess the occupation. Hand out a word search puzzle to include the words in the vocabulary list. Make jewelry from scraps and discarded articles that would ordinarily be thrown away. Several interested students will make a nature trail at a local park. Signs will be made to mark the trail.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHER'S OWN MATERIALS
	Design a brochure advertising some site in the community of interest--possibly the school. Illustrate the brochure. Make posters for display in school to depict good conservation practices at school (tag board).		

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Wildlife

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Conservation

Bronson, Wilfred. Freedom and Plenty: Ours to Save. New York: Harcourt and Brace Company, 1953.

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Water

Behrens, June. Earth is Home: the Pollution Story. New York: Elke Grove Press, 1971.

Catherall, E. A. Working With Water. Chicago: Whitman Press, 1964.

Fellger, Merrill. Exploring and Understanding Water. Westchester, Illinois: Benefic Press, 1968.

Feravolo, Rocco. Junior Science Book of Water Experiments. Champaign, Illinois: Garrard Publishing Company, 1965.

Podendorf, Illa. Everyday Is Earth Day. New York: Children's Press, 1971.

ADDITIONAL RESOURCES AVAILABLE

Ecology Unit

Beckley Cardy 1973-1974:

Page 573:	Pollution Flannel Board	623-108	$ 3.50
" 572:	Ecology Poster Cards	506-733	3.00
" 572:	Natural Resources Concept Pack	622-985	7.50
" 572:	Where People Live Concept Pack	622-993	7.50
" 572:	Urban Living Poster Cards	506-725	3.00
" 564:	Ecology Film and Casette Units (Air, Soil and Water Pollution)	620-401	36.00
" 565:	Chemical Water Pollution Test Kit	521-674	24.00
" 565:	Ecology Study Prints	646-695	4.95
" 565:	Geological Study Units		
	Erosion	646-612	16.80
	Life--Present and Past	646-620	16.80
" 546:	F. Conservation Storyboard	253-112	9.00

INTRODUCTION TO: Mind and Body
Me and My Shadow

Much of the science and health work in grade six is centered around a study of the body structure. Since children at this age level are becoming aware of their self images, and conscious of their body development, it seems good that they make a comprehensive study at this time of their mental and physical health with the ultimate aim of improving both. Such a study also affords an excellent opportunity for children to discover and relate to the job roles which are associated with general well-being of the people in the community, and for identification with these roles.

BROAD OBJECTIVES:

1. To help children understand more about themselves and their individual personalities.
2. To make children more aware of their bodies as physical structures which house their beings.
3. To help children discover the fact that many people contribute to the well-being of the mind and body.
4. To recognize the structural make-up of the human body.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children draw shadow silhouettes of each other. Mix them up and let others guess the identity.	Filmstrip projector Black construction paper (12" x 18") Chalk	

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children write paragraphs about themselves and read to class as riddles. Discuss the importance of both images, physical and mental and relate this to the actual body (physical) and the shadow it casts (social, mental). Mount the silhouettes and display them.		
1. Who am I?	Show filmstrips in SRA Self-Development series--stage three, involvement. Children make fact sheets about themselves and check anything they would like to change: A. Physical traits B. Abilities C. Interests D. Faults E. Behavior F. Manners, etc.	Filmstrips: (SRA Self-Development) Anything Friends	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children role play different life situations, with two groups for each situation: A. They have broken a neighbor's window while playing ball. What to do? B. Parents are away and a neighbor child comes to visit. What to do? C. John sees his neighbor cheating on a test. What to do? D. Your team has won a ball game but you know you did not play fairly. What to do?	Records: (SRA Self-Development) Getting Together Double Trouble How Would You Feel If	
2. Why am I different from other boys and girls?	Make bulletin board with pictures of children--Heredity and Environment plus Experience equals You. (Children bring in pictures to illustrate these things)	Filmstrip: (SRA Self-Development) Experiences	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Discuss children in other climates as to difference in life styles and why they are different. Draw pictures showing different activities of these children. (Make background--show the climate) Make an individual environment chart. Write paragraphs telling what they like to do best with their families.		
3. How do I feel about things?	Children tell stories about things that have happened to them and their reactions. (Happy, sad, exciting, frightening) Other children discuss these stories by suggesting alternative reactions.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Discuss emotions Collect pictures of people showing different emotions, and label them.	Magazines	
4. What is the structural make-up of my body? Systems approach: Circulatory System Nervous System Skeletal System Muscular System Digestive System Discuss systems in detail and the people who study and treat the illnesses of these systems: Researchers M.D. Specialists Therapy Specialists Technicians	Review, through discussion, the role of cells in the body. View under microscope different cells. Examine charts on the human body. Children list the body systems and all the parts of each. Discuss functions of the body systems. Start word list to be displayed in the room, and assign them for spelling mastery.	Microscope and prepared slides Filmstrip: The Skin Through the Microscope (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children make bulletin boards using anatomy charts.		
	Invite a doctor into the class to talk about the importance of the body parts working together.	Resource person: Doctor	
	Display x-ray pictures and talk about how they are made.	X-ray pictures	
	Children who have had x-rays may tell about their experiences.		
	Assign a small group to report on the x-ray machine, its inventor, and effectiveness.	Encyclopedia	
	Divide class into groups to work on the various body systems and plan presentations to the entire class.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Establish guidelines for each presentation: A. Name of body system B. Good summary of the material in the science and health texts on the specific body system. C. Duties of the system. D. Parts of body system. E. Charts, posters, and diagrams. F. Models of body parts from clay when possible. G. Dramatizations. H. Original ideas.		
	Teacher set up display of all available material which are pertinent to the study.	Visible man Skeleton models Skull collection	
	Groups preview filmstrips on the body systems and present them to the class.	Filmstrips: The Respiratory System (Geneva) The Digestive System (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		The Circulatory System (Geneva) The Nervous System (Geneva) The Bones and Muscles (Geneva)	
	Teacher show transparencies on the body systems for final discussion of body systems.	Transparencies: The Digestive System The Circulatory System The Nervous System The Skeletal System The Respiratory System	
5. What can I do to protect and care for my whole self?	List cooperatively the factors which contribute to good physical and mental health: A. Food B. Rest C. Exercise D. Clothing E. Cleanliness F. Medical care G. Leisure time activities Divide into groups to make posters illustrating each of these.	Filmstrip: Your Body and You (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Each group plan and direct a class activity on its subject: A. Plan menus B. Direct physical education, etc.		
	Have a hobby show with the children exhibiting their hobbies supplemented by resource people and their hobbies.	Examples: Rock collections Indian artifacts Stamp collections Dried flower placques	
	Invite guidance counselor into the class to talk to the children about maintaining good mental health. (Question and answer period)		
	Role play First Aid practices for simple accidents, using the school nurse and basic supplies.	Filmstrip: Film Aid to First Aid (Spencer) School nurse	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. Who are the workers in the community who help me be a healthy, well-rounded person, and why do I need them?	Discuss home situations which have arisen recently which prompted a call for help from some community worker. Invite the city manager or city engineer into the classroom to tell about the duties of city workers as related to the health of the citizenry. Compile a list of all community agencies which contribute to the public welfare. Group projects: A. One group make a frieze showing Main Street and all workers who contribute to health of citizens. B. One group make a bulletin board showing workers (cut out) who contribute	Filmstrips: The Pharmacist (Cork) My Mother's a Dental Assistant (Austinburg) The Neighborhood Nurse (Cork) The Neighborhood Doctor (Cork) Resource People: City Manager City Engineer Magazines	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	to the health and well-being of the family with arrows pointing from pictures to the family in the center. Caption: City Workers and My Family		
	Children show and explain picture story study prints on community helpers and urban life.	Picture story study prints: Community Helpers and Urban Life	
	Make tagboard figures of workers for health and dress for the role.	Tagboard	
	Children choose the occupation they would prefer and write stories telling why they think they are suited to it.		
	Pantomime the occupation and let children identify it.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
CULMINATING ACTIVITY:	Each child make a booklet entitled Me and My Shadow and divide it into three sections: When I Was Little Now I'm a Sixth Grader When I Grow Up A. Interview parents and others to get information for writing paragraphs about self in each section. B. Bring pictures from home. C. Make camera picture of class and mount. D. Write self description. E. Make collage page using cut-outs identified with self. F. Add pages for the future section which illustrate the aspects the child would like		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	in his self image of the future and his aspirations for the future (education, occupation, family life, etc.).		

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2. Filmstrips:

The Respiratory System

The Bones and Muscles

Anything (SRA Self-Development)

Friends (SRA Self-Development)

Experiences (SRA Self-Development)

The Circulatory System

The Digestive System

The Nervous System

The Skin Through the Microscope (Austinburg)

The Pharmacist (Cork)

My Mother's a Dental Assistant (Austinburg)

The Neighborhood Nurse (Cork)

The Neighborhood Doctor (Cork)

3. Records:

   Getting Together (SRA Self-Development)

   Double Trouble (SRA Self-Development)

   How Would You Feel If (SRA Self-Development)

4. SRA Self-Development Stage Three, Involvement kit

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Food Service

APPROXIMATE GRADE LEVEL: Grade 6

MAJOR SUBJECT AREA: Science and Health

PROJECT DIRECTOR: Eugene Veverka

PROJECT COORDINATORS: Rosemary Brenkus

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INTRODUCTION TO: Food Services

This unit on Food Services is planned for a sixth grade class, but with alterations it could be used on other grade levels. The unit begins with a study of nutrition as this age group will eat those foods which appeal to their taste and convenience unless they have guidance in understanding the relationship of a well-balanced diet to health and strength.

The study of nutrition gradually leads to a study of food preparation in the home and finally to the food industry and the variety of associated occupations. Emphasis is placed on food producers and food service because of the great number of occupations involved.

BROAD OBJECTIVES:

1. To help students understand the importance of a well-balanced diet to health.
2. To help students develop an interest and awareness of the various job opportunities relating to food service.
3. To help students understand the importance of food services to the individual and the community.
4. To help students develop the attitude that all work has dignity and makes a contribution.
5. To review basic food groups and daily requirements of each.
6. To help students learn to plan menus.
7. To help students become conscious of food preparation in the home.
8. To help students become aware of the dependence of people on the food industry.
9. To help students become aware of the occupations associated with food service.
10. To help students relate the jobs associated with the food industry to themselves and their likes, dislikes, and abilities.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What are you? (You are what you eat)	Class discussion about "what each person is." Body is so many cells. View microscopic slides of different human body cells. Display posters of malnourished individuals vs. nourished ones (animals).		
2. What are the kinds of food our bodies need?	Students make a wall chart to include the foods (protein, fat, carbohydrates, water, minerals, vitamins) and why we need them. Produce skits in class to show many ways of using energy.	Booklet: How Your Body uses Food by Albert Pittz	
3. What are the four food groups and the daily requirements of each?	Display poster of four basic food groups. Make paper mache foods to illustrate the four main groups.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make tests for nutrients in food (class demonstration).	Iodine and bread - turns starch blue. Burn mashed fruit and carbohydrate is ash. Burn protein for bad smell.	
	Students keep a record of all the food they consume in a 24 hour period and then evaluate what they have eaten in terms of daily food requirements and balanced meals.	Charts on wall for reference. Booklets on food passed out.	
	Each pupil must plan a balanced menu for one day.	Dietician (Mrs. Booth) will be resource person at this point.	
	The class together prepares school lunch menus for a week. School cafeteria manager will give assistance.	School cafeteria manager	
	Oral reports on food science and history of foods.		

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		The teacher should encourage the students to use recipes and to try preparing food at home. Possibly a collection of favorite recipes could be started.	Children's Cook Books in library.	
4.	What are things to be considered when planning a meal?	Class discussion of the range of food prices and differences from store to store.		
		Obtaining prices of items from the grocery.		
		Have students bring in empty boxes and cans which still have price on them.	Newspaper grocery ads.	
		Discuss different methods of preparation. Have one mother come to class to discuss recipes and prepared mixes, etc., and the preparation of food in the home. Cooking time and food storage should be included.	Parents	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Cook a dessert in the room. Invite teachers in to be served.		
5.	How is a good eating environment established in the home?	Practice table settings with each student having a turn.		
		Make centerpieces which might make a table attractive and interesting.		
		Make burlap place mats.	Ten yards burlap.	
		Role playing activity portraying a typical family eating dinner.		
		Class discussion of good table manners.	Book: Book of Etiquette	
		Students plan a meal and shop for the necessary items at several stores in order to spend the least amount of money.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. Who are the food producers? Farmers: Dairy Farms Cattle Farms Vegetable Farms Grain Farms Livestock (hog) Farms Peanut Farms Fruit Farms or Orchards	Class discussion of the various food producers and the areas in which food is produced. Make a map of the U.S. and indicate areas where food is produced. Put a sample of the food in the appropriate area on the map. View filmstrips: The Bakery The Dairy The Butcher	A farmer Agricultural expert from County Extension Books: Wise, William, Fresh, Canned, and Frozen Hammond, Wheat From Farm to Market Petersham, Let's Learn About Sugar Hastings, At the Dairy Ames, Gerald, Food and Life Berry, Erick, Eating and Cooking Around the World Brindze, Ruth, Daily Bread and Other Foods Harter, Food Howard, How We Get Our Food Shannon, About Food and Where it Comes From Filmstrips: The Bakery (Austinburg) The Dairy (Austinburg) The Butcher (Austinburg)	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		The Supermarket My Dad Works In a Supermarket The Baker The Dairyman The Fish Store The Fruit and Vegetable Store	The Supermarket (Austinburg) My Dad Works In a Supermarket (Austinburg) The Baker (Cork) The Dairyman (Cork) The Fish Store (Cork) The Fruit and Vegetable Store (Cork)	
7.	What are the occupations associated with producing food?	Students begin making a series of occupational brochures portraying the various occupations: Farmer Farm Manager Farm Hand Worker Rancher Agri-Extension Agent Vocational Agri-Instructor Grain Buyer Dairy Manager Dairy Workers Meat Packers Home Economist Home Demonstration Agent	Extension Service (Agriculture Instructor and Extension Agent) Dairy Manager Field trip to dairy Correspondence with food manufacturing company	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Resource persons to visit class to give first-hand report on jobs and what they are like. Interview as many persons as possible who hold these jobs. Use instamatic camera to take pictures of the individuals interviewed.		
8.	Who are the food distributors?	Exploration of the ways food is distributed to food manufacturers, produce companies, grocery chains, grocery stores, restaurants, institutions, and finally--the home. A. By individual research and illustrated reports. B. Kroger manager to visit class and describe the distribution of food to the stores in the Kroger chain.	A & P Company Official Kroger Company Official Sales Representative Small Store Owner	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	C. Small store owner to tell class about distribution to his store.		
9. What are the occupations associated with distributing food?	Students make occupational brochures portraying the various occupations to add to the class collection: Truck Driver Dairy Products Plant Manager Milk Truck Driver Sales Representative	Truck driver who delivers to the school. Milk Truck Driver	
	Have local driver speak to class about his job.	Resource person	
10. What are the occupations associated with grocery stores and chains?	Students make additional brochures for grocery stores. Store Manager Check-out Clerk Meat Cutter or Butcher Assistant Store Manager Bag Boys Produce Manager Stocker Bookkeeper		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Have parents who may have these jobs come to class to talk about these jobs. Field trip to grocery store to see the different work stations, to gain an understanding of the responsibilities of each job and the importance of each job.		
11. What are the occupations associated with restaurants?	Make additional brochures for restaurant occupations: Waiter Waitress Bus Boy Head Cook Cook Helper Manager Sanitation Engineer Cashier Maintenance Hostess Menu	Filmstrip: My Mother is a Waitress (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Interview as many of these people as possible, take pictures of each and report to class. Have restaurant owner talk to class.	Waitress Cook Waiter Restaurant Manager	
12. What are the occupations associated with food preparation at institutions? School and College Hospital Prison (Bland-self-supporting prison by producing all the foods used)	Students make brochures on the additional occupations not covered already: Dietician Nutritionist Sanitary Engineer Bacteriologist Maintenance Interview people with these jobs. Field trip to school cafeteria to learn about the different jobs involved. Have Mrs. Booth, cafeteria director, talk to the class.	Cafeteria Administrator Hospital Dietician (special diets) Filmstrip: The School Cafeteria Worker Mrs. Booth, School Cafeteria Director	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	View filmstrip which gives a picture of the entire food industry. Have students choose the one job in the food industry which appeals to them most (while considering interests and abilities) and act out the duties of (in costume, if possible) that job for the class. Visit Broughton Beverage Company.	Filmstrip: Working in Food Service (Cork) Broughton Beverage Co.	

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2. Filmstrips:

The Bakery

The Dairy

The Butcher

The Supermarket

My Dad Works In a Supermarket

The Baker

The Dairyman

The Fish Store

The Fruit and Vegetable Store